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ABSTRACT

The formulation, implementation, and evaluation of the Title II program objectives are reported by three groups. The State Title II administrators report the procedures of management, needs assessment, information dissemination, and evaluation for the program in a question-answer form, and present statistical summary charts of data from every school within Maryland. The state school media supervisors discuss program development and its impact on school media. Responses to the program from various sources are directly quoted. The last report, written by the state supervisors of instruction, deals with the priority areas of reading, ethnic and cultural development, career education, and drug awareness. (CH)

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ANNUAL REPORT OF FEDERAL ASSISTANCE PROGRAM, FISCAL YEAR 1973

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE II, P. L. 89-10, AS AMENDED

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Part III: Narrative Report

Section 1: Report of the State Title II Administrators

Section 2: Report of the State School Media Supervisors

Section 3: Report of the State Supervisors of Instruction

Submitted by:

School Media Services Section
Division of Library Development and Services
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October, 1973

IR 000 451

SECTION I - REPORT OF THE STATE TITLE II ADMINISTRATORS

A. Management

1. What considerations were given to the ESEA, Title II, program in comprehensive State education agency planning?

All programs and activities have been related to the overall comprehensive State planning.

The Maryland State Department of Education was engaged in the American Management Association program. This effort involved the establishment of objectives by the State Department of Education and each Division within the Department. The Assistant State Superintendent for Libraries and the Assistant Director of the Division of Library Development and Services attended training programs sponsored by the American Management Association and served on the committee for the development of objectives for the entire State Department of Education.

One of the objectives of the Division of Library Development and Services indicates that all students will have the library media resources and services they need to support educational and individual objectives. The ESEA, Title II, program is one important part of the attempt to meet this objective.

2. How did planning for the management of the Title II program relate to overall State Education agency planning?

The ESEA, Title II, program was related to overall Maryland State Department of Education planning in that it provided materials to support identified priority programs, particularly in the area of reading.

The Office of Field Services in the Bureau of Educational Programs divides the state into four regions, with a coordinator assigned to each region. Staff of the School Media Services Section meets monthly with representatives of each of the four regions. In these meetings the questions are answered about the ESEA, Title II, program. This is the customary way for information to be channeled to the local public school systems. Written communications are sent to the superintendents of schools, headmasters and principals of private schools, and library coordinators of the archdioceses.

3. What adjustments were made in the relative need criteria and formula to redirect the Title II program to new needs or priorities?

The revised State plan for the Elementary and Secondary Education Act (ESEA), Title II, which was approved by the State Board of Education in June 1971, stipulates that funds made available to the State will be spent to provide materials related to educational priorities which have been identified by the State and local school systems. The Statewide priorities stress improvement in reading, increased acceptance of people of different ethnic and racial backgrounds, programs in early childhood education, and career education. Other priorities identified by local school systems include the need for programs to acquaint children who speak only a foreign language with the English language and for programs on drug awareness and programs on family living.

Local public school systems and nonpublic schools submit projects to the Division of Library Development and Services for the purchase or loan of materials, both print and nonprint, which are useful in their priority programs.

Funds are allocated to public school systems on the basis of the relationship of the economic resources of the system to the economic resources of the State. The Division of Library Development and Services lends books and audiovisual materials to the nonpublic schools. These schools submit projects with requests for selected materials related to their priority programs; by contractual arrangement with one public school system, the Division purchases the materials, has them cataloged, processed, and delivered to the school requesting them.

Catholic schools in the Archdiocese of Washington and Baltimore submit their projects to the Division of Library Development and Services through the diocesan educational divisions; other nonpublic schools submit their projects directly to the Division.

In order to be eligible for participation in the ESEA, Title II, program both public school systems and nonpublic schools must comply with State compulsory attendance laws and be in compliance with Title VI of the Civil Rights Act.

4. What action was taken to assign responsibilities for carrying out the Title II objectives for the last fiscal year?

Staff of the School Media Services Section of the Division of Library Development and Services was responsible for carrying out the Title II objectives; this involved disseminating information, planning and developing projects with local educational agencies, and serving as consultants, evaluators, and program specialists to the local educational agencies. The State Board of Education adopted priorities which were incorporated into the ESEA, Title II, applications. Local school systems could request funds for materials to support programs in reading, ethnic

and cultural minorities, early childhood education, family life and human development, drug awareness, and other local identified needs; private schools could request loans of materials in the same areas. The individual school allocations for loan of materials were made to the private schools, and they requested materials through the Division of Library Development and Services. As in the preceding years, the requests were accepted and handled through the subagency.

5. What technical assistance did the State provide to local educational agencies in project development? To what degree did the State monitor projects in local educational agencies after approval?

The State provided assistance to the local educational agencies by:

a. Making allocations according to the formula and priorities and interpreting this information to the local units;
b. Providing guidelines and procedures to assist in the development of projects;
c. Conferring with appropriate administrators to reaffirm the necessity for maintenance of local effort in the acquisition of library and other instructional materials, both print and nonprint;
d. Assisting in making allocations as to priorities;
e. Working with other federal program managers in the State Department of Education to utilize funds cooperatively;
f. Suggesting ways of coordinating all federal funds at the local educational agency level.

The State provided expertise in evaluating existing programs and in providing suggestions for upgrading library/media services and resources.

Projects were monitored by on-site visits, discussions with regional coordinators, and conferences with personnel responsible for library/media programs.

Deadlines for project submission, quarterly financial reports, and encumberances of federal funds were monitored from the office of the ESEA, Title II, administrators.

6. What services in connection with the Title II program were provided by the State to private school teachers, media personnel, and administrators?

The State provided assistance to private school personnel by:

a. Conferring with the Coordinators of Library Programs of the Archdiocese of Washington and the Archdiocese of Baltimore. These Archdioceses were handled as systems. Therefore, conferences were held with the coordinators of library programs for each Archdiocese;

b. Providing guidelines and procedures to assist in the development of projects;

c. Making allocations to the individual schools according to the priorities and formula;

d. Providing the schools with a list of approved selection sources to assist them in the selection of materials;

e. Providing the schools with Instructions for Requesting Materials to be Loaned Under ESEA, Title II;

f. Providing inservice training to the Archdioceses' school library/media personnel;

g. Visiting nonpublic schools;

h. Cooperating with the Division of Certification and Accreditation, Nonpublic Elementary and Secondary School Section.

7. How did the methods and terms by which materials were made available to private school children and teachers differ from those used in serving public school children and teachers?

The differences in the methods and terms by which materials were made available to private school children and teachers were:

Private	Public
a. Administration of the program were at the State level.	a. Administration of the program was at the local education agency level.
b. Schools requested materials to be borrowed for the State.	b. Schools received the funds and the materials purchased were owned by the individual school and became part of the permanent collection.
c. Schools were somewhat limited to selection of materials from the list of sources provided by the State (a very inclusive list).	c. Schools were allowed to order material according to the local education agency policy.
d. All school library resources borrowed from the State were fully processed and catalogued.	

8. In what ways were you able to coordinate Title II with other programs of federal financial assistance, such as ESEA Titles I, III, V, VI, VII, VIII; NDEA, Title III and V-A; LSCA, Title III?

Local educational agencies reported that they attempted to coordinate federal funds as follows:

a. Each local education agency has a Coordinator of Federal Programs with the responsibility to assure that all federal programs were

coordinated.

b. The person responsible at the system level for school library/media programs worked closely with the Coordinator of Federal Programs, school administrators, library/media personnel, and teachers to utilize ESEA, Title II, funds effectively.

c. Purchases of materials made with ESEA, Title I, II, and III funds were coordinated.

d. NDEA, Title III, funds were utilized for equipment.

e. ESEA, Title I, aides have been trained to utilize materials and equipment effectively and to work in school library/media centers.

f. Schools with federally funded drug abuse programs used ESEA, Title II, funds to help support the program.

g. Vocational-guidance programs under NDEA, Title V-A, have been supported by Title II materials selected to meet the needs of students and teachers.

h. Renovations of existing school buildings to expand and/or establish new library/media center facilities created the need for careful use of all federal funds. A number of schools were renovated to provide new or expanded media centers.

i. ESEA, Titles I and II, funds have been used to strengthen the collections of materials for early childhood education, especially kindergarten programs.

j. Materials have been purchased to support State and local priorities; i.e., reading, the understanding of ethnic and cultural minorities, early childhood education, drug awareness, family life and human development, career education, and ecology.

k. LSCA and ESEA, Title II, administrative staff cooperated on programs. The Specialist in Community Services, LSCA Title I, has shared responsibility for working with local education agencies and local school personnel in the area of reading for the disadvantaged.

l. The NDEA, Title V-A, Interdivisional Task Force on Career Development and Vocational Guidance, provided an opportunity for cooperative efforts with personnel to serve on the Task Force.

m. Summer programs, under ESEA, Title I, depend heavily on the libraries reinforced by Title II materials.

n. Title I consultants in inservice meetings gave encouragement and recommendations for purchase of materials in early childhood education. Implementation of reading projects received impetus from ESEA II programs.

o. Title I Early Childhood education programs in elementary schools received Title II funds for library/media.

B. Evaluation

1. What were the results of the evaluative procedures used to measure the implementation and outcomes of the objectives formulated for the Title II program for the last fiscal year?

Measurements were most apparent in quantative form. (See charts on next pages.)

2. What other studies or surveys of the Title II program were initiated or conducted to assess improved educational opportunities for elementary and secondary school children and teachers?

There is an annual School Library/Media Center Report from every school, both public and private, within the state. Statistical Summary Charts were made upon the collection of data contained in these reports.

TOTAL ADDITIONS TITLE II ESEA FY 1973

	School Library Resources		Other Instructional Materials		Textbooks	Grand Total
	Print	Non-Print	Print	Non-Print		
otal Public	156,858	55,988	12,179	727	0	225,752
Schools	148,051	48,083	10,063	715	0	206,912
System Level	8,807	7,905	2,116	12	0	18,840
otal Private Schools	13,193	14,062	0	0	0	27,255
Archdiocese of Baltimore	7,153	8,731	0	0	0	15,884
Archdiocese of Washington	3,600	4,020	0	0	0	7,620
Diocese of Wilmington	327	18	0	0	0	345
Independent Schools	2,113	1,293	0	0	0	3,406
otal Institutional Schools	1,353	777	0	0	0	2,130

TOTAL COLLECTIONS TITLE II ESEA FY 1966 - FY [illegible]3

otal Public	1,255,786	441,419	17,843	2,695	3,110	1,720,847
Schools	1,228,076	404,821	15,658	2,683	2,065	1,653,303
System Level	27,710	36,598	2,185	12	1,045	67,550
otal Private Schools	184,342	82,330	0	0	0	266,672
Archdiocese of Baltimore	102,382	42,405	0	0	0	144,787
Archdiocese of Washington	52,647	28,668	0	0	0	81,315
Diocese of Wilmington	4,132	1,178	0	0	0	5,310
Independent Schools	25,181	10,079	0	0	0	35,260
otal Institutional Schools	8,133	3,903	0	0	0	12,036

ESEA II TOTAL ALLOCATIONS FY 1966 - FY 1973

TOTAL	$ 11,481,819.85
Public Schools	9,754,152.30
Private Schools	1,560,944.45
Institutional Schools	166,723.10

ESEA II, FY 73 Grant	1,778,776.00
Public Schools	1,470,785.00
Archdiocese of Baltimore	69,711.25
Archdiocese of Washington	40,010.00
Diocese of Wilmington	1,115.00
Independent	14,733.25
Institutions	30,009.00
Md. School for the Deaf	431.25
	1,626,794.75
Administration	88,938.80
	1,715,733.55
Special Purpose Grants	63,042.45

Local Unit	(1) Enrollment 9/30/71	(2) Ratio State: Local Wealth per Pupil FY 1972	(3) x $1.25 (2) x $1.25	(4) x Pupils (3) x (1)	(5) Basic Grant	(6) Total (4) + (5)
Total State	922,051	1.000	$1.25	$1,235,785	$235,000	$1,470,785
Allegany	17,589	1.263	1.58	27,791	10,000	37,791
Anne Arundel	75,452	1.193	1.49	112,423	10,000	122,423
Baltimore City	190,735	1.301	1.63	310,898	20,000	330,898
Baltimore	134,136	0.854	1.07	143,525	20,000	163,525
Calvert	6,117	1.402	1.75	10,705	5,000	15,705
Caroline	5,346	1.732	2.17	11,603	5,000	16,601
Carroll	17,213	1.162	1.45	24,959	10,000	34,959
Cecil	12,378	1.372	1.71	21,166	10,000	31,166
Charles	14,437	1.417	1.77	25,553	10,000	35,553
Dorchester	6,467	1.262	1.58	10,218	5,000	15,218
Frederick	20,928	1.035	1.29	26,997	10,000	36,997
Garrett	5,707	1.451	1.81	10,330	5,000	15,330
Harford	31,620	1.306	1.63	51,541	10,000	61,541
Howard	19,049	0.929	1.16	22,097	10,000	32,097
Kent	3,926	1.012	1.27	4,986	5,000	9,986
Montgomery	126,679	0.637	0.80	101,343	20,000	121,343
Prince George's	162,850	1.014	1.27	206,819	20,000	226,819
Queen Anne's	4,771	1.109	1.39	6,632	5,000	11,632
St. Mary's	11,856	1.833	2.29	27,150	10,000	37,150
Somerset	4,629	1.788	2.23	10,323	5,000	15,323
Talbot	5,038	0.754	0.94	4,736	5,000	9,736
Washington	24,053	1.170	1.46	35,117	10,000	45,117
Wicomico	14,468	1.221	1.53	22,136	10,000	32,136
Worcester	6,607	0.817	1.02	6,739	5,000	11,739

Column (2) represents the general economic resources of a school district in relation to the general economic resources of the State.

Column (3) represents the per pupil amount times the county's ratio figure.

Under 10,000 - $5,000.00
10,000 to 99,000 - $10,000.00
100,000 plus - $20,000.00

ESEA II Funds FY '73

ARCHDIOCESE OF BALTIMORE

School Number	Name	Priority	Allocation
1218	Our Lady of Mount Carmel High School	Communications	$ 500
1092	St. Bernard	Drug Awareness/Ethnic	500
1006	St. Mary, Cumberland	Ethnic/Science	600
1050	Institute of Notre Dame	Career Education	1,500
1148	St. Mary's	Career Education	1,800
1074	Sacred Heart of Mary	Language Arts	1,000
1244	St. John, Long Green Pike	Language Arts	500
1010	St. Patrick, Cumberland	Social Studies	600
1220	Our Lady of Perpetual Help, Woodlawn	Social Studies	500
1284	Prospect Hall	Social Studies	500
1286	St. John, Frederick	Social Studies	500
1042	Cardinal Gibbons High School	Ethnic	2,000
1142	St. Leo	Ethnic	500
1154	St. Michael, Wolf St.	Ethnic	500
1246	St. Joseph, Fullerton	Ethnic	1,500
1262	St. Stephen, Bradshaw	Ethnic	1,000
1034	Curley High School	Reading	1,500
1036	Keough High School	Reading	1,500
1052	Mercy High School	Reading	1,500
1072	Sacred Heart	Reading	700
1078	Area A - St. Ambrose	Reading	3,500
1090	St. Anthony	Reading	1,500
1130	St. James and John	Reading	500
1136	St. Katherine	Reading	500
1152	St. Matthew	Reading	1,000
1158	St. Patrick	Reading	1,500
1170	Area G - St. Rose	Reading	8,000
1172	St. Stanislaus	Reading	600
1178	St. Wenoeslaus	Reading	500
1180	St. William of York	Reading	500
1182	Seton High School	Reading	1,500
1184	Shrine of the Little Flower	Reading	1,000
1186	Shrine of the Sacred Heart	Reading	500
1192	Holy Family	Reading	500
1194	Immaculate Conception, Towson	Reading	1,500
1195	Immaculate Heart of Mary	Reading	1,000
1210	Notre Dame Prep	Reading	1,500
1226	Our Lady Queen of Peace	Reading	500
1228	Our Lady of Victory	Reading	1,500
1230	Sacred Heart, Glyndon	Reading	909
1232	St. Agnes	Reading	1,500
1234	St. Charles Borromeo, Pikesville	Reading	1,000
1242	St. Clement	Reading	600
1252	St. Luke	Reading	800
1256	St. Michael, Overlea	Reading	1,000
1258	St. Pius X	Reading	1,500
1274	St. John, Westminster	Reading	600
1282	Mother Seton, Emmitsburg	Reading	500
1288	St. Joseph, Emmitsburg	Reading	500
	TOTAL		$ 55,709
	Allocation		69,711.25
	Materials		55,709.00
	Processing		14,002.25

ESEA Title II Funds FY '73

ARCHDIOCESE OF WASHINGTON

School Number	Name	Priority	Allocation
2004-H	Archbishop Neale High School	Career Ed.	$ 1,000
2026	Good Counsel High School	Career Ed.	1,000
2050	St. Jude		1,000
2076	La Reine High School	Career Ed.	1,000
2088	St. Ann's Tutorial	Career Ed.	400
2004-E	Archbishop Neale	Early Childhood	600
2064-E	Ursuline Academy-L	Early Childhood	500
2090	Saint Bernard's School	Early Childhood	1,000
2010	Academy of the Holy Cross	Ethnic	605
2012	Academy of the Holy Names	Ethnic	250
2022	Little Flower	Ethnic	1,500
2030	Our Lady of Mercy School	Ethnic	500
2038	St. Camillus	Ethnic	1,000
2048	Saint John the Evangelist	Ethnic	231
2068	De Matha Catholic High	Ethnic	1,000
2072	Holy Family	Ethnic	750
2108	St. Margaret	Ethnic	500
2146	Saint Mary's	Ethnic	194
2020	Holy Redeemer	Reading	750
2028	Our Lady of Lourdes	Reading	400
2034	St. Bartholomew	Reading	705
2036	St. Bernadette	Reading	500
2042	St. Elizabeth	Reading	800
2048	St. Johns Evangelist	Reading	500
2054	St. Mary's	Reading	794
2056	St. Maurice	Reading	500
2058	St. Michael	Reading	500
2066	Bishop McNamara	Reading	400
2070	Elizabeth Seton	Reading	2,000
2076	LaReine High	Reading	1,500
2086	St. Ambrose	Reading	800
2092	St. Columbia	Reading	737
2094	St. Hugh's School	Reading	1,500
2104	St. John the Evangelist	Reading	1,500
2106	St. Joseph School	Reading	1,000
2110	St. Mark's School	Reading	750
2114	Saint Mary of the Assumption	Reading	642
2120	Saint Matthias' School	Reading	650
2122	St. Philip the Apostle	Reading	500
2124	St. Pius Tenth	Reading	650
2134	Leonard Hall Junior Naval Academy	Reading	400
2142	St. John School	Reading	500
	TOTAL		$ 32,008
	Allocations		$ 40,010
	Materials		32,008
	Processing		8,002

ESEA II Funds FY-1973

Diocese of Wilmington

School Number	Name	Priority	Allocation
3004	Good Shepherd	Reading	$ 286.25
3006	Immaculate Conception	Reading	447.50
3008	Mt. Aviat	Reading	77.50
3014	St. Francis De Sales	Reading	303.75
	TOTAL		$ 1,115.00

ESEA II Funds FY-1973

Independent Schools

School Number	Name	Priority	Allocation
5046	Good Shepherd High	Reading/Ethnic	$ 120.00
6052	St. Paul's Lutheran	Early Childhood	207.50
6166	Beth Tfiloh Day School	Early Childhood	366.25
6358	Christ Child Institute for Chil.	Early Childhood Ed.	21.25
6068	Bais Yaakov School for Girls	Reading/Career Ed.	596.25
7260	St. Paul's School for Girls	Reading/Career Ed.	296.25
6076	Bryn Mawr School	Ethnic	656.25
6258-U	St. Paul's School for Boys	Ethnic	224.00
6445	Yeshiva High School	Ethnic	58.75
6488	Holy Trinity Parish	Ethnic	152.50
6096-U	Friends School	Career Education	473.75
6236	Oldfields School	Career Education	141.25
6430	Takoma Academy	Career Education	675.00
6096-L	Friends School	Language Arts/Ethnic	182.50
6100	Gilman School	Math/New York Times Index	913.75
6148	Talmudical Academy of Baltimore	Ethnic/Career Ed.	543.75
6326	Glenelg Country School	Environmental Ed.	175.00
6346	Bullis School	Language Arts	377.50
6350	Calvary Lutheran	Drug Awareness	200.00
6370	Grace Episcopal Day	Early Childhood	130.00
6372	Green Acres School	Early Childhood	345.00
6380	McLean School	Reading/Early Childhood	278.75
6498	Queen Anne School	Ecology	222.50
6523	Heritage Academy	Reading	398.75
6036	Key School	Reading	433.75
6054	St. Paul's Lutheran	Reading	245.00
6078	Calvary Christian Day	Reading	285.00
6110	Homewood	Reading	168.75
6117	John F. Kennedy Institute	Reading	33.75
6140	Roland Park	Reading	591.25
6142	Samuel Ready School	Reading	217.50
6170	Boy's Latin School	Reading	637.50
6238	The Park School	Reading	688.75
6258-L	St. Paul's School for Boys	Reading	668.00
6318	Harford Day School	Reading	223.75
6335	Barnesville Primary School	Reading	58.75
6369	German School	Reading	651.25
6412	Sandy Springs Friends	Reading	213.75
6414	Sidwell Friends School	Reading	355.00
6422	Solomon Schechter Day School	Reading	251.25
6434	Town and Country Day School	Reading	378.75
6464	Grace Brethren Church	Reading	280.00
6466	Concordia Lutheran School	Reading	396.25
6510	Gunston School	Reading	87.50
6514	Charlotte Hall	Reading	111.25
	TOTAL		$14,733.25
	Allocations		$14,733.25
	Materials		11,806.00
	Processing		2,927.25

ESEA II Funds FY '73

Institutions

MH '73	Maryland State Department of Mental Hygiene	Reading	10,144.00
MR '73	Mental Retardation	Reading	2,965.00
DC '73	Division of Correction	Reading/Ethnic	2,500.00
JS '73	Maryland State Department of Juvenile Services	Reading	6,783.90
		Cultural/Ethnic	2,680.00
		Early Childhood	495.10
		Career Education	4,441.00
			$ 30,009.00

There were informal conferences with school library/media personnel from the local educational agencies, librarians, administrators, and federal coordinators. Since the new State Plan for libraries spells out specific objectives, evaluation was made in FY 1973 in relation to State priorities.

The evaluation reports from the LEA's for collection of information to aid in the preparation of this report were most helpful.

C. Dissemination

1. What new creative techniques were used to disseminate information about the Title II program to school administrators, school board members, and other influential groups?

The ESEA, Title II, guidelines, Maryland Program and Operational Procedures for Title II of the Elementary and Secondary Education Act of 1965 as amended, were distributed to each local educational agency's superintendent, to federal coordinators, and to the persons responsible for school library/media programs. Each independent private school participating received the guidelines and all related materials. The two archdioceses' superintendents and coordinators also received the ESEA, Title II, information.

Dissemination of information about ESEA, Title II, is given at the periodic library/media supervisors group meetings.

Many of the local educational agency school library/media personnel and the archdiocese coordinators are asked to speak at Parent-Teacher Association meetings throughout the State.

Brochures from the Division of Instruction, Maryland State Department of Education, gave credit to ESEA II funds, as did some of the LEAS' publications. Copies are enclosed with this report.

2. To what extent was the relationship of the Title II program to the Right to Read effort interpreted to the educational community and the general public?

All local supervisory personnel responsible for school library/media programs were informed of the Right to Read effort and it was their responsibility to interpret the program to the local educational community and the general public. The Maryland Congress of Parents and Teachers established a program related to the Right to Read effort.

The Division of Instruction has worked closely with Reading Supervisors and the public in their Right to Read programs.

Title II resources continue to be supportive of some of the special programs carried on in the LEA's.

Comments from LEA's and MSDE personnel quoted in this report indicate cooperative efforts.

3. What has been the reaction of the educational community and the general public to the evaluative data and other information disseminated on the Title II program?

Statistical charts compiled from the Annual Library/Media Reports have been found quite useful in justification of ESEA, Title II, to the State of Maryland for possible continuation of funding. (See chart pp 21-22)

Publications having informative material for the public concerning ESEA, Title II, materials have been well received.

D. Needs

1. What evidence do you have from your needs assessment and evaluative data of the most critical needs for instructional materials by subject area, grade level, and type of material?

Varying comments indicate the following areas, levels, and types of instructional materials are most needed:

Subject Area

1. Reading
2. Multi-ethnic curriculum including human relations and world cultures
3. Career development and vocational skills
4. Languages, especially Spanish
5. Ecology: environmental studies
6. Urban affairs
7. Drugs: drug abuse and drug awareness
8. Family life
9. Consumer education
10. Industrial arts
11. Special education

Grade level and types of materials

1. Easy material for older slow readers: high interest - low vocabulary
2. Picture books for early childhood education students
3. Paperbacks at all levels
4. Non-book media: tapes (cassettes and reel-to-reel), 16 mm films, film loops, film strips, records, study prints, video tapes, transparencies
5. "In depth" material in all subject areas to meet the needs of all students
6. Middle grade material, probably the most critical need, especially where school organization has changed considerably in the immediate past
7. Secondary grades where mini-courses are developing and/or where individualized prescribed instructional programs are being implemented

8. Individualized instruction and team teaching learning stations at all levels
9. More pamphlet material on current issues such as ecology, drugs, etc., at all levels of readability

2. What manpower needs for school media programs exist at the State level? District level? School level?

State level

1. Additional staff to do field services in the systems without bonafide library/media supervisors.
2. Additional consultative staff to work with school library/media personnel at the local educational agency levels.
3. Expansion of the educational technology staff to assist local educational agency personnel to design, promote, and establish effective programs.

District level

1. Only twelve of the twenty-four local educational agencies have a school library/media supervisor. Some counties need to employ supervisors of library/media personnel.
2. Several systems with a director or supervisor need additional assistance.
3. Several systems need graphics staff and other specialists.
4. All report the need for additional clerical staff.

Local School level

Currently there are 1,233.29 librarians/media specialists employed in the Maryland public schools: 669.49 of these are in elementary schools, 493.6 are in the secondary, and 70.2 in the middle/combined schools.

School Year 1972-73 — School Level Collections (Cumulative)

Local Unit	No. Media Centers	School Library Resources: Books	Periodicals	Non-Print	Total	No. of Prof. With State Certification	Total No. of Professionals
Total State	1,284	9,778,003	50,616	2,389,860	12,218,479	1,037.29	1,233.29
Allegany	33	158,772	692	33,982	193,446	15.75	17.15
Anne Arundel	94	666,139	4,268	225,224	895,627	75.00	81.20
Baltimore City	198	2,485,267	3,897	403,674	2,892,838	167.80	271.00
Baltimore	158	1,320,581	5,929	356,000	1,682,470	182.50	193.20
Calvert	10	67,403	47	19,064	86,938	10.80	10.80
Caroline	10	57,033	271	9,907	67,211	6.00	6.70
Carroll	27	165,284	815	36,438	202,537	18.00	23.00
Cecil	25	138,552	824	30,418	169,794	14.00	14.00
Charles	26	137,230	1,322	33,895	172,447	18.50	19.80
Dorchester	16	74,717	662	14,670	90,039	6.00	11.10
Frederick	32	232,222	1,411	65,457	299,092	25.80	31.30
Garrett	17	102,625	254	21,143	124,022	2.00	2.00
Harford	39	320,080	2,323	79,230	401,643	38.20	38.20
Howard	34	230,816	1,602	33,582	266,000	38.00	37.20
Kent	8	42,831	309	7,985	51,125	1.00	5.50
Montgomery	197	1,526,946	12,830	402,723	1,942,499	182.54	190.94
Prince George's	238	1,372,273	8,110	424,393	1,804,776	162.40	184.40
Queen Anne's	11	49,695	259	17,158	67,112	1.80	3.50
St. Mary's	21	115,291	775	46,798	162,864	13.50	21.90
Somerset	8	42,667	478	6,872	50,017	2.00	4.00
Talbot	13	53,110	581	23,014	76,655	23.00	19.00
Washington	41	201,785	1,281	34,847	237,913	19.60	30.80
Wicomico	23	151,521	793	38,439	190,755	6.00	6.00
Worcester	12	66,181	511	24,957	90,659	5.00	9.50

9/73 HCB

	ESEA II Collections						ESEA II Additions					
	School Library Resources		Other Instructional Materials				School Library Resources		Other Instructional Materials			
Allen	Print	Non-Print	Print	Non-Print	Textbooks	Total	Print	Non-Print	Print	Non-Print	Textbooks	Total
726.17	1,228,076	404,821	15,658	2,683	2,066	1,653,301	148,051	48,083	10,061	715	0	206,912
1.80	28,571	6,937	1,374	7	0	36,889	2,853	590	34	22	0	3,499
45.70	86,953	17,228	0	0	0	104,681	46	11	0	0	0	57
162.20	487,023	26,824	796	0	0	514,643	59,680	4,682	796	0	0	65,158
62.96	109,487	59,281	589	10	0	169,367	16,254	12,171	321	0	0	28,946
7.10	10,146	1,446	0	0	0	11,592	853	462	0	0	0	1,315
6.00	8,127	3,784	0	0	0	11,911	2,998	431	2,116	12	0	5,548
5.80	25,413	4,086	0	0	0	29,499	559	299	0	0	0	858
6.31	26,334	1,103	0	0	0	29,437	2,733	1,359	0	0	0	4,092
7.90	27,348	2,139	0	0	0	29,487	4,070	1,321	0	0	0	5,391
9.00	16,374	6,262	1,082	194	0	23,912	4,632	0	0	0	0	4,632
12.40	27,009	8,285	0	0	0	35,294	358	0	0	0	0	358
2.00	9,586	1,632	0	0	0	11,218	377	229	0	0	0	606
25.50	47,528	5,942	2,010	0	1,805	57,285	19,954	4,470	5,221	73	0	29,718
9.00	16,092	1,717	1,517	0	0	19,326	207	13	0	0	0	220
0	3,932	1,592	578	93	0	6,193	0	139	0	0	0	139
246.50	40,191	53,412	0	0	0	93,603	6,070	2,746	0	0	0	8,816
71.50	131,259	163,530	0	0	0	294,789	16,874	14,859	0	0	0	31,733
1.50	8,526	8,216	0	0	0	16,742	25	260	0	0	0	285
1.70	32,740	2,804	0	0	0	35,544	4,266	441	0	0	0	4,707
1.00	6,704	1,867	4,985	1,479	0	15,035	1,074	261	817	456	0	2,598
7.00	15,198	6,573	689	0	0	22,450	1,061	338	0	0	0	1,399
.10	36,352	8,741	1,167	467	260	46,989	2,253	1,437	756	128	0	4,574
21.50	16,325	4,339	232	0	0	20,896	127	876	0	0	0	1,003
7.90	10,870	4,581	639	433	0	16,525	736	488	0	24	0	1,248

The greatest need is for elementary school personnel in the systems which employ no qualified professional persons in this area. Other than this, the greatest need is for aides and technicians; however, local school systems are reluctant to employ them as the State aid formula provides no salary assistance for persons in these categories. Clerical assistance is provided in the large schools.

Name and Title of the State ESEA Title II administrators:

Naomi W. Butler 10/75

Naomi W. Butler, Specialist, School Media Services

Rosa L. Presberry, Specialist, School Media Services

SECTION 2 - REPORT OF THE STATE SCHOOL MEDIA SUPERVISOR(S)

A. Program Development

1. Estimate the number of media specialists, technicians, and aides who were employed during the fiscal year as a result of federal programs of financial assistance to local school media programs. Describe any significant changes from previous fiscal years.

"One Library Aide was employed during school year 1971-72 as a result of Federal programs. Our county has assumed the cost of other library aides. The number did not increase." (Worcester Co.)

"Title I employed 8 resource persons for media work. They served as aides."

"Media Centers have improved this year indirectly as a result of Federal programs of financial assistance. School aides and voluntary aides were used in the media centers to improve services and in the organization of materials. All Media Centers were "open" during the school hours this year." (Cecil Co.)

"During the 1972-73 school year three (3) professional library resource persons were hired by the county to provide services to elementary schools. This was in addition to the para-professional library aides assigned through Title I, ESEA."

"Two work-study students were employed part-time to aide in the circulation of the film collection. These positions were budgeted through regular county funds. One of our catalogers devoted a year to the compiling of the new film catalog." (Anne Arundel Co.)

"One aide employed by Title I. In June we lost this aide. We now have no people employed by Federal Programs."

"The need for a media specialist for the county became more apparent as a result of Federal Programs. For the first year there is now a person at the county level responsible for media services." (Calvert Co.)

"From ESEA Title I

Library Specialists - 2		
Librarians	24	(Elementary 23; - Secondary 1)
Library Aides	78	

The Title I Elementary Librarians were increased from 8 to 23.
The Title I Library Aides were increased from 56 to 78.
The Title I Secondary Librarians were reduced to 1."

2. Describe examples of the inservice programs and consultative services

you have provided on the selection, organization, and use of materials acquired under the Title II program.

1. High School and elementary supervisors were advised of Title II regulations and guidelines and provided inservice sessions to principals and librarians.
2. The Title II coordinators visited and consulted with responsible personnel in schools regarding Title II.
3. County meetings have been held throughout the year by the LEA supervisors.
4. In some counties committees were organized to make lists or recommended books and a variety of reading materials to order for ethnic groups.
5. Supervisors and teachers were included in the selection of materials to supplement curriculum.
6. The system level professional media centers purchased materials with Title II funds.
7. The State Department provided the LEAS with helpful suggestions and information concerning recommended materials.
8. The School Media Services Section of the State Department provided consultant service in the area of ethnic and cultural minorities. State Guidelines for the selection of ethnic and cultural media have been distributed.
9. The State Supervisor of Early Childhood Education held inservice meetings with teachers. The local supervisor of primary and elementary education consulted with teachers and prinicpals for suggestions on the selection of materials; this supervisor provided assistance to teachers on an individual basis for the use of these materials.
10. During the school year 1972-73, teachers met with librarians and

selected materials related to the priority categories defined by the ESEA, Title II.

11. Preview week was held to provide opportunities for faculty groups to see materials before ordering. Assistance was given to schools in organizing materials that were acquired. Inservice programs were conducted at the school level to acquaint teachers with the materials that had been purchased and their possible use.

12. The county supervisory staff devoted a meeting to the discussion of the statewide priorities. Principals were then requested to review the needs of their schools in these three areas and submit requisitions to deficiencies.

13. There were preview and evaluation of films which were to be selected for curriculum needs.

14. There were conferences with librarians, department heads, and principals for selection of materials relevant to the needs of students in the schools and organization of lists by library specialists to aid schools in the selection of materials to meet the unique qualities of each school.

15. Input was obtained from groups of librarians during special meetings held to obtain their interpretation of the needs of students and levels of materials within schools.

16. Title I consultants in inservice meetings gave encouragement and recommendations for purchases of materials in early childhood education. Implementation of projects received impetus from inservice work and funds from ESEA, Title II.

17. From the Archdiocese of Washington:

"The ESEA Title II Act of 1965 (FY 1966) launched our school library program on the elementary level. At the beginning of our central library program then, our greatest need was for trained volunteer librarians.

To begin to fulfill this need for trained library personnel, I offered a Saturday workshop for volunteers in 1968. The purpose of this workshop was to familiarize the volunteers with basic library skills in order to get our school librarians in operation. We concentrated upon basics - organization of the book collection; sorting and weeding; classification by the Dewey Decimal System; cataloging; selecting and ordering books; organizing student volunteer programs.

In 1969-70 librarians were encouraged to familiarize teachers with all materials, both print and non-print, in the media center and to develop practical knowledge of media production that could be shared with teachers. Other objectives of this workshop were to familiarize librarians with storage and sources of information for best possible use; and to learn how to present all types of materials to children by observation and practice.

The topic of this workshop which was attended by more than 100 teachers, librarians, and administrators was how to develop existing school libraries into learning centers. The concept of teacher-librarian teamwork was stressed and librarians were encouraged to become aware of their responsibility to enrich the curriculum by any means possible.

These types of programs have been continued each year with more than 150 volunteers in attendance while some of the basic skills are still being taught along with courses in Book Selection; Administration, scheduling and the like."

18. "The media personnel of Dorchester County had one full day inservice dealing with the selection of materials, both Title II and regular. The workshop was conducted by members of the Maryland State Board of Education."

19. Six week Workshop - "Man-His Environment, His Culture, and His Work" Summer of 1972. Specialists from the DLDS help with this program. Two and one-half days were spent with media services. (Garrett Co.)

20. "In-service programs were held to discuss criteria for selection of print and non-print as well as in-service programs for the professional school media center staff to evaluate print and non-print. Consultation services were provided and held individually at the request of school based personnel, i.e. principal, media librarian. Consultation services varied greatly from types of material, cataloging and classification of material as well as housing of material." (Prince George's Co.)

21. "All Media Center Specialists work closely with teachers in their assigned school to order materials that will supplement curricular needs. County media center meetings were scheduled once a month to share ideas and materials which were borrowed between schools and the professional media center. The State Department supported the county with lists of materials for Early Childhood, Minority Cultures and Career Education. The State Department personnel demonstrated and promoted the use of all A.V. material and equipment to be used in the Centers in a A.V. Workshop held in the North East H.S. for all county media specialists." (Cecil Co.)

22. "Through the assistance of library/media specialists, Division of Library Services, Maryland State Department of Education, an in-service workshop on the selection, organization, and use of materials was conducted in the county in March, 1973." (Allegany Co.)

23. "Teachers and supervisors have been directly involved in the selection of materials. The professional librarian from the Central Instructional Materials Center met with the total county reading staff and conducted an orientation to the organization and use of materials. As a result of this actual involvement experience, the materials have been in constant demand." (Frederick Co.)

24. "Films were selected for purchase through an evaluation preview program in 50 schools, involving students, teachers and administrators." (Anne Arundel Co.)

25. "Preview week was held to give opportunities for faculty groups to review materials before ordering. In-service programs were conducted at school level to acquaint the staff with the purchased materials and their possible uses in the curricular areas. County in-service workshops were used for media specialists." (Queen Anne's Co.)

26. "Three sessions were held with secondary librarians in order to discuss and pool resources pertaining to selection of paperback materials to be purchased with Title II funds. These sessions were conducted by the Supervisor of Librarians." (Wicomico Co.)

27. "The selection, organization, and use of materials under the Title II program has followed county and Federal guidlelines. The local school's curriculum committee makes suggestions concerning subject area needs. These recommendations are forwarded to the General Curriculum Committee at the county level. Recommendations are reviewed. When needed the General Curriculum Committee establishes a committee to study local school's suggestions. As a follow-up to the study action or recommendations are made by the General Curriculum Committee to the local school." (Harford Co.)

28. "Consulted with supervisors, directors, and teachers in selection of materials. Usually the supervisors then provide inservice in the special areas served by Title II." (Howard Co.)

29. "Arrangements have been made for a consultant from Systems 80 to provide inservice training to the entire faculty of Greenbrier Elementary School prior to the opening of the next school term. A similar arrangement has been made in relation to certain ethnic materials purchased for senior high schools." (Washington Co.)

30. "Reading materials have been purchased under Title II for several years. In-service program have been provided for all reading specialists in elementary classroom teachers under the sponsership of the University of Md. Aides have been trained in the use of these materials." (Carroll Co.)

31. "At inservice programs for media personnel the background of ESEA Title II projects, the implications for the current school year, and long range program projections were outlined. The media personnel discussed the content areas noted above and one full day was devoted to the previewing of materials and ways of getting the most for the money available." (Calvert Co.)

32. "No general inservice programs; supervisory personnel from Office of Library Services met with faculty and library personnel of project schools to assist in materials selection, organization and use." (Baltimore Co.)

33. "We have had two occasions when Mrs. Presberry was consultant for Library In-Service programs concerning cultural and ethnic minorities. Mr. Joy was Media Consultant for a whole workshop day in January." (Charles Co.)

34. "The Director and Specialists of the Bureau of Library Services participated as members of the dissemination teams for the teacher training program of the Baltimore City Public Schools RIGHT TO READ Program. On March 14 a 3-hour workshop was held, for all school librarians, on the role of the school library media center in the RIGHT TO READ Program. In most schools, librarians participated on the dissemination teams and played leadership roles in the retraining of teachers in the RIGHT TO READ Program. These activities involved utilization of Title II materials." (Baltimore City)

35. "The headmaster, librarian, history teacher and English teacher had several meetings to select the books we would be using next year. Since the majority of the books ordered this year pertain to science, the

science teacher and the librarian met for 3-4 hours to select the books. Last year's books on Eskimos, Indians, and Negroes were arranged on a special shelf for ready access for the students. The teachers involved had several meetings to prepare for their courses that would involve these books." (Queen Anne School, Independent School)

3. In what ways has the Title II program contributed to the selection of materials of high quality which are appropriate for the children and teachers in public and private schools who use them?

Although the State ESEA, Title II, Administration work with school library/media personnel at the local education agency level, the selection and choice of materials is at the individual school level. Therefore, it is necessary to seek responses to this question from some of the supervisors. Their comments are:

"Selection is geared to the curriculum of the individual school with approval of personnel at Md. State Department of Education." (Archdiocese of Washington)

"Title II materials greatly added to our school's library collection. Books and records were of better than average selection." (St. Paul's Lutheran, Independent School)

"Some selection tools have been acquired thru Title II." (Takoma Academy, Independent School)

"As we work with a very limited budget, we would never be able to accumulate an extensive collection of materials on Eskimos, Indians, Negroes, and ecology without the aid of Title II." (Queen Anne School, Independent School)

"Since we have a limited library budget, we must limit our purchases of books and we tend to concentrate on non-fiction which will support our curriculum. We depend to a large extent on gifts to build our fiction library. With Title II funds we have been able to provide junior fiction which has been selected by professionals rather than depend on books donated to us." (Key School, Independent School)

"It provided additional monies to purchase media materials.recommended during the above curricular workshop." (Garrett Co.)

"Title II funds greatly expanded the availability of material of high quality to the students and teachers. Without such funds, students and teachers would have been limited both in range of material as well as material." (Prince George's Co.)

"Title II materials have been purchased from only selected lists of

material to meet the appropriate need for the children and teachers who use them." (Cecil Co.)

"Title II, through the guidelines which accompany school allocations, require or infer that materials of high quality and appropriate for children be selected." (Allegany Co.)

"By providing the supplemental funds which are critical in order to go above and beyond basic instructional materials, Title II has been of tremendous help. This is true especially for smaller schools, handicapped by limited budget allocation. Title II funds have purchased materials we would not have otherwise." (Frederick Co.)

"The film collection serves the entire school system K-12. Title II has made it possible for us to rid our collection of obsolete titles and fill in areas where materials were needed. By meeting the priorities set by Title II with Title II funds, we have been able to use county funds in other categories to provide a well-balanced collection." (Anne Arundel Co.)

"It has helped us to acquire a variety of materials which enables teachers to add depth to their teaching as well as being able to have available resources to meet individual and group needs." (Queen Anne's Co.)

"Funds were made available for the purchase of much needed materials to broaden a paperback collection representing all subject areas." (Wicomico Co.)

"The selection of quality materials has been and is a refined, continuous process in our media services program. The Title II program has permitted us to expand to a degree our selection of quality materials." (Harford Co.)

"Teachers, pupils and librarians work together and carefully select materials that will be more appropriate for their schools. In most cases audio-visual material is previewed before it is purchased." (St. Mary's Co.)

"It has provided supplementary funds that have been used for the purchase of essential materials." (Washington Co.)

"The district level collection of reading materials has acted as a pilot project to enable teachers to use a variety of materials. From these they have selected those most valuable to them and these are being purchased in the individual schools." (Carroll Co.)

"Many materials were previewed before selection and only those that were appropriate for the children and teachers in the county were selected. Each 16 mm film selected was previewed by media personnel, teachers, and administrators." (Calvert Co.)

"The inclusion of school personnel in the writing of projects as well as in the selection of materials has resulted in funds being allo-

cated for more specific purposes. As a consequence the materials acquired are better related to meeting the identified needs of children." (Baltimore Co.)

"Materials on ethnic and cultural minorities are most appropriate in the collections in Charles County schools. Materials which motivate reading have been widely selected and used as an adjunct to the regular reading program. Career education materials were practically non-existent until funding was made available to help fill newly identified needs in this category." (Charles Co.)

"We have purchased some materials, as films, displays, etc., that we could not otherwise afford. In addition, the specialized and expensive materials needed in early childhood education programs and the child study center." (Howard Co.)

"By using media personnel at the State level and by using approved and nationally accepted listings, we have tried to spend our Title II money well." (Worcester Co.)

"We have enriched our complete reading program. A complete assortment of paperbacks, purchased at North Dorchester High School, has almost doubled the reading at that school. Ethnic materials have enriched the minorities studies programs in several schools." (Dorchester Co.)

"The availability of Title II funds has increased the number of quality materials which could be purchased for school library media centers and, therefore, has increased the availability of these materials for use by pupils and teachers." (Baltimore City)

4. To what extent have you been able to use on-site visits to assist in project development and evaluation and in relating the project planning to State and local objectives?

The Maryland State Department of Education, Division of Library Development and Services, School Media Services Section, has the responsibility of working cooperatively with the twenty-four (24) local educational agencies in providing leadership through consultative service, inservice programs, and field services.

During the fiscal year 1972-1973, specialists from the Maryland State Department of Education, Division of Library Development and Services, visited each local educational agency.

The revised State plan for Elementary and Secondary Education, Title II, which was approved by the State Board of Education in June 1971, stipulates that funds made available to the State will be spent to provide materials related to educational priorities which have been identified by the State and local school systems. Specialists visited many local educational agencies to provide assistance and counsel in identifying priorities, to project development, and to speak about State and local objectives for library/media program improvements.

The School Media Services Section visited each local educational agency during the fiscal year to observe strengths and weaknesses of each in order to better serve as consultants to each local educational agency. The ESEA, Title II, administrators of the School Media Services Section, Division of Library Development and Services, have provided the opportunity for additional review and work within each local education agency. The Advisory Committee, ESEA II, is another group which assists the School Media Services Section staff in program development and identifying needs.

The Supervisors reported:

> "Personal visits at request of Administrators of the school or where Archdiocesan Coordinator knows such a visit is necessary. Joint visits with Maryland State Department Staff and Archdiocesan Coordinator very effective." (Archdiocese of Washington)

> "Use of media center at Rockville to help in selection." (Takoma Academy, Independent School)

"Innumerable visits were made by Central Office personnel in the Dept. of Educational Communications to on-sight locations to interpret and to correlate the local program with state objectives, i.e. improvement of reading, career education, early childhood education program and ethnic cultural education." (Prince George's Co.)

"Classes are not scheduled every period to learn library skills. Students work individually, in small groups or with the assistance of the classroom teacher and media center specialist working cooperatively in the media center in promoting state and local educational objectives." (Cecil Co.)

"As coordinator of federal programs responsible for Title II, ESEA, in addition to many other federal projects, time has been limited for on-site school visitations. Reliance is placed on high school and elementary supervisors for planning." (Allegany Co.)

"Being closely involved with the generation and implementation of state and local objectives makes it possible to evaluate the needs in schools in order that they may successfully meet the objectives. Projects can be more effectively written when needs are identified." (Frederick Co.)

"I have worked with each school concerning this." (Queen Anne'sCo.)

"The objectives and guidelines of the Federal, State, and County were followed when planning the E.S.E.A. Title II project. The distribution of Federal funds were discussed by the General Curriculum Committee and priorities were listed." (Harford Co.)

"Not enough! Time is limited for this purpose, though I hope to do more of this next year." (Howard Co.)

"We have such a tremendous need for the materials in reading that on-site visits are not even necessary. Every school needs materials which are interesting, provocative, pictorial and easy to read." (St. Mary's Co.)

"Supervisors have met with principals and teachers in project planning and evaluation - especially in the areas of reading, and ethnic materials." (Washington Co.)

"One of the State's and county's objectives is the development of a career education program. ESEA Title II project was used to highlight Career Education in 1973." (Calvert Co.)

"All local projects were based upon one of the State objectives, and each school submitting a request for funds was required to provide for an evaluation of effectiveness. In many instances, on-site visits are a part of the evaluation." (Baltimore Co.)

"State priorities currently fit well with local goals in human relations and reading achievement." (Charles Co.)

"The scheduled and unscheduled visits of the Library Specialists and Director to media centers in the Baltimore City Schools have been useful. Visits to schools outside the City have been limited this year, although the MSTA Convention and the scheduling of some of the State School Library meetings afforded opportunities to see new and innovative media centers. Visits to various media centers of the Baltimore City Public Schools by the Asst. Director Library Development and Services and Specialist in School Media Services for the Metropolitan Region of the Maryland State Department of Education have elicited comments and suggestions which have been helpful in this regard." (Baltimore City)

5. What efforts have you made to encourage administrative and scheduling practices that permit free and easy use of materials of all kinds ?

The local educational agencies set their own policies regarding scheduling practices permitting free and easy use of materials. Personnel responsible for school library/media programs were encouraged to work cooperatively with the local school librarians/ media specialists and school administrators to establish free and open library/media programs. Some methods follow:

1. Personnel are supporting an expanded professional and para-professional library staff which should give free and more accessible use of library materials.
2. Some teachers and administrators were involved in the selection of all Title II materials.
3. Materials housed centrally have been cataloged and lists are distributed to teachers.
4. Supervisors have sent notices to teachers and have held workshops in the summer for teachers to review the materials which have been purchased.
5. Many elementary schools operate on a totally flexible schedule,

and all schools, both elementary and secondary, are moving in this direction.

6. Personnel have encouraged loan of central library materials on classroom basis.
7. They have encouraged promotion of learning centers using print and nonprint materials.
8. Aides keep the media center open when Media Center Specialists are responsible for more than one school.
9. Open scheduling and accessibility to materials and facilities continue to be objective for the school media center program. Discussions with principals, faculties, and media center personnel often focus on evaluation of policies and procedures that place barriers between students and materials and every effort is made to remove such restrictions.
10. Schools are encouraged to eliminate rigid class library periods in favor of flexible scheduling.

LEA Library/Media Centers report the following:

> "In service training programs for Adminstrators, faculty and volunteer librarians on effective utilization through flexible scheduling." (Archdiocese of Washington)
>
> "Extended hours make materials accessible." (Takoma Academy, Independent School)
>
> "Mrs. Butler and Mrs. Williamson have worked on this and other items in depth in one of our middle school and one of our high school libraries this past year." (Worcester Co.)
>
> "Each school has tried to increase library accessibility time, especially during the school day for our large segments of bus students. This has been done by keeping the media centers open during lunch periods." (St. Mary's Co.)

"1. Full-time librarian from county funds at the Dennett Road Elementary School; so the library can be used

2. Educating principals of elementary schools that libraries exist for children and not for "show"

3. Libraries open prior to and after regular school hours"

"One of our major goals is to encourage school administrators to have a more open, flexible schedule for the media center. All material acquired are available on the open shelves for direct student circulation." (Prince George's Co.)

"This year, for the first time, all elementary media centers were open media centers. Media center skills were taught when needed to promote free and easy use of materials of all kinds. Classrooms were not scheduled on a week's basis to provide planning time for classroom teachers." (Cecil Co.)

"The additional staff added to school libraries, especially at the elementary level, has encouraged scheduling practices that permit free and easy use of library materials." (Allegany Co.)

"There has been communication with principals and teachers as to the availability of materials and the procedures for obtaining and using them are client-oriented." (Frederick Co.)

"The county has purchased new film booking and film inspecting equipment which enable us to circulate films more readily. We also lend films to non-public schools in the county and the county public library system. The new film catalog will simplify the selection of films by teachers." (Anne Arundel Co.)

"Our in-service programs consistently emphasized that flexible scheduling is important so that materials are accessible to staff and students at all times. Mrs. Presberry helped in our inservice programs has provided assistance in this area." (Queen Anne's Co.)

"Such steps will be initiated early in the coming school year, hopefully in September. Many of the materials were purchased at the end of June, and have not been made available for circulation." (Wicomico Co.)

"Administrative and scheduling practices that permit free and easy use of materials were practices that were introduced before the existence of Title II. The availability and free access of materials to students is part of our media services' philosophy." (Harford Co.)

"The concept of flexible scheduling has continued to be a focus of emphasis in our elementary schools. The number of established librarians effecting this change increased each year. In addition, all new librarians and all newly initiated services utilize flexible scheduling of the media center. Whenever the opportunity has presented itself in large and small meetings of administrators the Director of Library Services has spoken out on the

educational value of flexible scheduling. The Bureau of Libary Services successfully defended the concept of flexible scheduling against a Level III grievance by the Baltimore Teachers Union, and defeated that grievance which sought abandonment of flexible scheduling." (Baltimore City)

"Some materials have been deposited in the central resource center and are circulated as needed. A program of increased choice of elective subjects in the senior high schools has also implemented the use of Title II materials." (Washington Co.)

"Less scheduling (formal) of classes in elementary schools and more cooperation between media specialists and teachers to allow children to flow easily from classroom to center. New renovation at Charles Carroll Elementary is an example." (Carroll Co.)

"A portion of the money was spent for materials to be housed in the county media center. These materials may be checked out for any length of time and in any way that is easy for the borrower. Materials housed at the various schools are shared by all schools and complete cooperation is stressed." (Calvert Co.)

"Freedom of access has always been stressed, and each year more schools incorporate this philosophy into their schedules. Home circulation of materials to children was especially emphasized when materials were selected this fiscal year." (Baltimore Co.)

"Responsible borrowing practices have always been encouraged." (Charles Co.)

"We have a completely open library with all materials available at all times when the school is in session, even during our summer school." (Key School, Independent School)

"We have organized a committee to make recommendations toward this end, but have met only once. I am not the chairman, and I've had difficulty in promoting meetings."

"Efforts have been made in individual schools, conferences, discussions, meetings with the Director of Instruction, but all of this has been to no avail - particularly in the secondary schools."

B. **Evaluation**

1. What is your evaluation of the impact of Title II in developing unified school media programs where a full range of materials is organized and made available for students and teachers?

The impact of Title II in the development of unified school media

programs is evident in Maryland schools. Quotations from reports are given below:

"This doe not affect private schools a great deal but I feel it has been the making of the public school library." (Takoma Academy Independent School)

"Title II has been of invaluable help to us and because of it we have secured many materials which we would not have acquired otherwise. Title II has also helped us to break away from the exclusively "book-centered library" concept. I do think the range of materials available to us has been limited somewhat by designated State Priorities around which Title II projects must be centered." (Worcester Co.)

"ESEA Title II funds have had a great impact on the Garrett County School System in that county funds are traditionally ear-marked for books. This idea is changing and libraries are becoming truly media centers." (Garrett Co.)

"Title II funds have tremendously assisted in converting the school libraries into school media centers inasmuch as the majority of Title II funds were expended for nonprint material. All material purchased through school appropriated Title II funds is housed and circulated from the school media center. This material is now easily available to students and teachers in their local school." (Prince George's Co.)

"All media center materials, both print and non-print are ordered and processed for central location in the school media center where maximum use can be made by the students and teachers." (Cecil Co.)

"Title II has made it possible for us to accomplish our goal of establishing a first-class film library. Our own funds have thus gone into AV materials and books and all areas of media service have continued to grow." (Anne Arundel Co.)

"I believe the stimulus of additional opportunities to examine, select and purchase needed materials has provided a great deal of impact on our media programs, especially providing some materials otherwise unavailable." (Howard Co.)

"Before local AV funds were available, this was the only source for a concentrated effort to provide AV materials to develop a unified program." (Carroll Co.)

"Without Title II the school media program would not have made the progress that it has. Title II has given depth to materials selection in relation to program. It has helped build areas in the collection that were weak." (Calvert Co.)

"Much of the progess we have made toward unified school media services is due to the great influx of materials acquired with Title II funds, and we hope this trend will continue. Some schools cite the separation of staff media services and the desire of departments to control those materials related to their curriculum as a reason for their slow move toward unified services." (Balto. Co)

"Title II as presently written and implemented help to keep the focus and a given area. This means that collections have centers of interest to cover areas which are crucial in the current educational program. Hopefully, meeting the needs in priority areas means progress." (Charles Co.)

"The impact of Title II has been extensive. Programs such as career education requiring materials in all school and at all levels were made possible through Title II. The program is organized K-12." (Allegany Co.)

"To quote our Supervisor of Reading, 'Tremendous!' Title II has provided equitable educational experiences for <u>all</u> students and <u>all</u> teachers." (Frederick Co.)

"The Title II Program has greatly enabled schools to acquire multi media in greater quantity and quality to meet expanded curricular and pupils' needs. Without Title II funds our schools would certainly suffer a paucity of materials in meeting these demands." (Queen Anne's Co.)

"Availability of Title II funds made it possible to present to students and staff a broader and varied collection of all kinds of media. In some schools because of expanded collections in the libraries, a greater respect for libraries has been developed. The needs of the enrollment can now be met." (Wicomico Co.)

"Title II provided additional materials - print and nonprint - to an existing unified media program. The unified media program was introduced to the county in 1963 and has continued to grow and develop." (Harford Co.)

"Title II materials have made significant contribution to school media centers which have been established in many of our elementary schools during the last several years." (Washington Co.)

"(a) An increase in the quality of reading
(b) An increase in the number of books read
(c) An improvement in availability of materials" (Dorchester Co.)

"The impact has been invaluable. Without these funds it would

have been impossible to develop our school library media centers to their present scope, depth, and organization." (Baltimore City)

The Independent Schools report the following:

"Title II is excellent in encouraging libraries to concentrate in areas of minorities, ecology, etc., as funds for these subjects are often low when budgeting for new library books and materials." (Queen Anne's School)

"The non-print materials available to us through Title II have contributed greatly toward a fuller range of materials in our library. We have consistently and deliberately aimed to obtain Title II materials different in nature from our other materials." (Park School)

"Thanks to the impetus given us through Title II, in receiving catalog card sets for audio-visual materials, we have gone back and catalogued all our A-V materials, so that now all materials, print and nonprint are listed in our catalog." (Key School)

2. In your opinion, to what extent have various types of materials been introduced in schools for the first time; e.g., 8mm films, art prints, microform, paperback books, transparencies?

Most of the schools have utilized all of the materials indicated. However:

1. At the high school level the reader-printer microfilm and other non-print materials initiated. Title II has also made it possible to concentrate materials on certain subject areas; e.g., career education and environmental education.
2. Title II funds have made possible a wide variety of materials both in the school media centers and the professional media center.
3. These media were already being utilized but must have been encouraged originally by Title II funding.

4. Schools which receive Title II allocations strengthened their collections of paperbacks.

5. There has been a significant trend on the part of schools to include in their Title II requisitions materials other than the conventional hardback library books.

6. Title II has encouraged the purchase of new types of materials.

Supervisors reported:

"Since inception of program 95% of Elementary Schools in Archdiocese were introduced to these materials for the first time as 'school libraries' had been non-existent." (Archdiocese of Washington)

"No extension on this for our system this year as we already had been introduced to each of these." (Worcester Co.)

"(a) Paperback books have made the greatest impact
(b) Microform is now widely used at Cambridge High School and North Dorchester
(c) Art prints are now found in almost every school."

"ESEA Title II was responsible for introducing 8mm films, art and other study prints, transparencies for overhead projectors, and indirectly, paperbacks."(Garrett Co.)

"The major item which has been introduced in the school media center for the first time is the 8mm film. Heretofore, many schools had limited collections of 8mm films or none at all. Through the acquisition of the film itself, funds were made available to acquire 8mm projectors." (Prince George's Co.)

"All schools, plus the professional media center are using a wide variety of types of materials both print and non-print. All schools do not have microform." (Cecil Co.)

"Again quoting our Supervisor of Reading, 'I would be reluctant to say that Title II has been responsible for introductory experiences in utilizing these media. Our IMC is much too efficient to be dragging its heels in this area. The staff there has always been in the forefront in terms of effective educational media.'" (Frederick Co.)

"None of these have been introduced, but several programs have developed. Art resource centers have been established in 8

schools, containing all media, serving students and teachers in neighboring schools." (Anne Arundel Co.)

"All of the schools have utilized the materials mentioned. Schools are increasing their purchase and use of these materials." (Queen Anne's Co.)

"Last year (1971-72) 8mm films, multi-media kits, and art prints were introduced to some elementary schools for the first time. The impact on the curriculum was so rewarding that school and county allotments have been used to purchase more of those types of materials." (Wicomico Co.)

"Materials other than those in book form had been introduced into the media centers of the county with county funds. The Title II project made available funds which enabled us to purchase additional software materials." (Harford Co.)

"We have ordered and used many times for the first time so they had to buy a projector, 8mm cartridges. We have provided art prints and displays where there were none before. The hardbound paperbacks were all out the first day on the shelves. Kits and tapes have provided materials for the first time in the area of Career Education." (Howard Co.)

"Each year a greater portion of funds is being spent on audio materials with a special emphasis on cassettes and filmstrips as integral parts of the instructional program." (Washington Co.)

"In the past where local funds were limited, Title II provided funds for district level purchase of many of these types of materials for introductory purchases; e.g., 8mm films, tapes, transparencies." (Carroll Co.)

"The film (16mm) collection at the county media center has been developed through Title II. This collection though small has met the needs of teachers and students as no other form of media has. Obtaining good films quickly is a problem in a rush area." (Calvert Co.)

"I believe these materials were already in use in the schools. However, purchase of such materials may have increased with the encouragement of ESEA Title II." (Charles Co.)

"The 8mm film is probably the only AV material which may have been introduced to our schools through Title II funds, but the diversity and number of AV materials now available in our media centers, and their organization, has been fostered by Title II funds." (Baltimore City.)

Independent Schools report:

"I think wide introduction resulted though much of our Title II material is books." (Takoma Academy)

"For the first time this year, we have been able to the FS-record kits of the Newbery books through the funds made available by Title II, an expenditure we would not have been able to make through our limited budgeted funds." (Key School)

3. What evidence have you of the impact of school library resources acquired under Title II in educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subjects?

The evidence of this is visible when the School Media Specialists visit and observe these activities in the elementary and secondary schools.

1. A review of the individual Title II projects and the list of Title II materials purchased would evidence individualization and concentration at both elementary and secondary levels.
2. Reports from schools indicate that new projects and programs designed to meet individual student needs are now being implemented because materials have been acquired with Title II funds. Many of these would have been impossible without the additional resources.
3. Improved classroom teaching stressing individualization, inquiry, and independent learning was possible because of the media center skill training program for all students and the availability and organization of materials for student and teacher use.
4. It is most evident that Title II has been of tremendous help in individualizing instruction and in innovative programs in that it provided for a great variety of materials well beyond the limits of even multi-textual approaches. It permits a longer range

of print and nonprint resources for research and teaching that no instructional program alone could provide. Students may work in the media center at their own rate of learning, using a variety of nonprint media.

5. Resources acquired under Title II have provided a variety of materials to be used in group instructional situations as well as in independent study.
6. Individualized study which demands additional resource materials is financed almost exclusively with ESEA, Title II, funds.
7. Title II materials have enabled schools to set up interest centers and to provide opportunities for individualized and independent learning.
8. In open space schools where individualized instruction and independent learning are stressed, media centers are developing at a greater pace to meet the demands of the open space technique in contrast to the methods in the traditional classroom. Teachers' requests for different kinds of media have been greater.
9. The acquisition of Title II materials has provided some schools with sufficient materials on a single subject to provide all the students in a single classroom with a large enough variety to pursue projects and individual interests.

Library/Media Supervisors reported:

> "Buckingham Elementary School recreational reading project (4000) and Stephen Decator's Free Reading Project stress individualization and independent work." (Worcester Co.)
>
> "Our elementary reading program is based on the Language Experience-Thinking Approach using the childrens' experiences for the development of a basic sight vocabulary and for writing and dictating stories. Title II materials have been a real enrichment. We have first graders using a vast assortment of supplementary materials, including encyclopedias, to follow natural interests." (Dorchester Co.)

"The selection of materials and other media than books have allowed individualization, inquiry, and independent study that otherwise would not have existed. Newly developed curricula and educational programs for the new schools reflect these school library resources." (Garrett Co.)

"One of the county educational goals is the individualization of instruction. Title II funds have complemented county funds to achieve and expand the role of this goal. Our teachers are more than ever, selecting additional resources of both print and nonprint to enrich the educational opportunities of their students rather than relying primarily upon the single textbook approach. A multiple text approach and the broad range of instruction materials available through the media center has enhanced the independent learning activities on both the elementary and secondary level." (Prince George's Co.)

"An evaluation form was sent to every elementary teacher at the end of the year by the media specialist on Scheduled classes versus the Open Media Center Concept. Teachers support the Open Media Centers because of the stress on individualization, independent learning and inquiry." (Cecil Co.)

"No statistical evidence available except in reviewing the types of materials purchased and the types of projects written which encourage individualization, inquiry, and independent learning." (Allegany Co.)

" a) Professional competency has been positively affected because of the impact of in-service. The quality of in-service has been significantly improved because of the professional books which have been made available through Title II. A primary focus in in-service has been on individualization, inquiry, and independent learning.

b) The wide variety of materials made available to schools has made it possible for teachers to implement more innovative programs which incorporate individualization, inquiry, and independent learning. Higher student achievement has been the end result." (Frederick Co.)

"Schools have begun using films for small group instruction instead of the large total class or grade viewing." (Anne Arundel Co.)

"Resources purchased with Title II funds are utilized in learning and teaching centers. It has encouraged, supported and increased improved classroom instruction by stressing individualization, inquiry and independent study and research." (Queen Anne's Co.)

"The purchase of kits (FS and sound) this year in elementary schools under Title II will provide more materials for independent study." (Carroll Co.)

"Books, paperbacks, filmstrips, charts, and pictures were selected, because these forms of media lend themselves readily to individualization, inquiry, and independent learning. Media personnel noted heavy use of these forms of media." (Calvert Co.)

"Visits to schools, reports from principals, and meetings with supervisory personnel all indicate that materials acquired with Title II funds have made it possible to institute and implement individualized programs." (Baltimore Co.)

"A variety of materials especially those purchased for the motivation of reading, allows for an opportunities to individualize and provide more choices for student learning activities at all levels." (Charles Co.)

"The System 80 materials will provide an individualized reading skills program at Greenbrier School. Learning centers have been set up which enable a single student or a small group of students to engage in independent learning or inquiry." (Washington Co.)

"The feeling is that the following objectives have been realized to a higher degree:

1. Classroom performance in reading has improved.

2. Recreational reading has been established by introducing paperbacks.

3. Desire for using the media center has been stimulated by availibility of non-print media." (Wicomico Co.)

"There is no hard data available to back the impact of Title II resources on educational programs. However, through conversations with media specialist, teachers, supervisors, and principals Title II has made available additional materials which has expanded and has given depth to media center resources. The availability of these resources has expanded to a degree individualization, inquiry, and independent learning which has continuously been in evidence in the schools in our county." (Harford Co.)

"The evidence lies in the purchase and use of materials described above. Most were for individual use. At least they are available for individualized programs when and if their use is so planned. At times we are 'way out front' of the general teaching staff. We have to sell our programs!"

"In the schools where large amounts of well selected materials were purchased teachers and students have made opportunities to use these materials in the classroom, in the media center and at home. The enthusiam for new materials is contagious, especially new materials that have been selected specifically for the school. Individualization, inquiry and independent learning occur it an individual teacher thinks that the principal stresses this type."

"Because it is scientifically impossible and indeed presumptious to measure objectively the effect of any separate educational service or procedure upon the educational progress of children, the evidence of the impact of school library resources acquired under Title II must be subjectively assessed and based upon informal commentary of our clients-pupils and teachers. Comments have been positive and repetitive enough to support positive discrete conclusions that availability of school library resources acquired under Title II do indeed support greatly such educational programs." (Baltimore City.)

"Last year the English and history teachers worked up an excellent program dealing with the cultures of the Indian and the Eskimo called Minority Cultures. Term papers were written on various subjects and there was an extensive study of Negro poetry and drama in our Black Writers course. This course also required papers and a research project. They were encouraged to do further reading on their own in these areas, which seemed to interest them greatly. We are now planning ecology courses for the materials that we ordered this year." (Queen Anne's School, Independent School)

"Our Title II materials, in combination with our regular acquisitions have made possible a highly individualized reading program from the second grade up. In this program, the Language Arts group actually meet in the Library and their whole program is based on library materials rather than readers and classroom materials. The enthusiam of teachers and students, and the results of standardized and other tests bear witness to the success of the program.

At the secondary level, we have had ever-increasing use of our microfilm collection, originally begun with Title II funds in 1967, and augmented since then by both Title II funds and our own. This year's Title II addition of selected years of The New York Times Index, providing easier access to our New York Times microfilm collection, has been of great help to our Social Studies and English courses, particularly a course entitled, "Writing from Research." (Park School, Independent School)

10. Comment about: Elizabeth Seton High School

"Fantastic! This has to be one of the outstanding service-oriented programs I have seen. In spite of the limited facilities and staff, Sister Lauretta Posey is doing a remarkable job of meeting the needs of the students and teachers." (Archdiocese of Washington.)

4. To what extent has Title II contributed to school programs of innovative curricular and instructional techniques, especially creative projects in the field of reading, through the provision of printed and audiovisual materials? Describe briefly representative programs which you would recommend for observation and evaluation.

The following:

Archdiocesan Resource Center - #2096 St. Ignatius, #2086 St. Ambrose - excellent program, #2072 Holy Family - excellent program.

"$500 of our allotment for the Reading Project was funneled into the Stephen Decatur High School Free Reading Program (which has been reported on before) for paperback books." (Worcester Co.)

"Title I, Title II, and the Right to Read are supplementary to our basic programs of education in eight elementary schools. Using Dr. Russell Stauffer's approach to reading in conjuction with these federal programs has provided elementary programs worthy of emulation on a state-wide basis." (Dorchester Co.)

"Man - His Environment, His Culture, and His Work (k-6) This is an interdisciplinary approach to the social sciences, the sciences, the humanities, and the work of work. Reading is indirectly involved." (Garrett Co.)

"The reply given in B-3 is also applicable to this question. With the advent of Title II funds there has been an increase in the use of such innovative techniques as learning centers, interest centers and skills centers. There has been more accomplishments in the area of reading which can be attributed to the wise use of Title II funds. The Right to Read program is one of the priorities of this county and the students identified as being deficient in reading have been materially enriched through the acquisition of material from Title II sources. Classroom teachers, special reading resources teachers, as well as the media librarian have used innovative and creative approaches to foster the reading program. Any school listed in our application for Title II funds would be recommended for visitation purposes." (Prince George's Co.)

"Programs which would be of innovative curricular and instructional techniques in Harford County would not be innovative to school

systems in other sections of the country. Media center materials whether purchased with county or Federal funds have always been made available to local school educational programs - innovative or traditional." (Harford Co.)

"Two middle schools have made great efforts to buy materials that interest kids - Books about pop singing groups, records and tapes. These materials have been very popular and have brought children to the media center on a regular basis." (St. Mary's Co.)

"The System 80 program at Greenbrier School will reflect the most innovative use of Title II funds. Its impact will be subject to thorough evaluation throughout the coming school year." (Washington Co.)

"Accept and Challenge program is now in 3 phases in all elementary and some middle schools in Carroll County. This is a reading program with Dr. Wilson and his assistance providing the consultant services from the University of Maryland. Title II has provided materials to back this program." (Carroll Co.)

"The Reading Program at Beach Elementary School
There are no reading textbooks used at this school. Reading is taught from interest and through many forms of media. The media center is a basic part of the reading program and its success depends upon the services available in the media center." (Calvert Co.)

"Materials have helped the regular reading programs." (Charles Co.)

"Supplemental print and non-print materials have strengthened and supported the social studies programs in the elementary schools. Providing 'open space' education with various kinds of media has supported greatly individualized instruction and aided in developing learning situations. Hopefully the broader paperback collections in the secondary schools in the coming school year will have a great impact on the 'mini' courses and stimulate more reading in all areas of the curriculum" (Wicomico Co.)

"Learning stations set up in schools and use of intramural television have utilized Title II materials. The remodeling of old libraries into multi-media centers has utilized such materials. As examples for observation and evaluation I recommend the following:

- City Springs Elementary School #8
- Sir Robert Eden Elementary School #20
- Montebello Elementary School #44
- Lafayette Elementary School #202

- Yorkwood Elementary School #219
- Dunbar High School #133
- Patterson High School #405

(Baltimore City)

"Title II contributed to materials needed for the New Language Arts Curricular which included the PEN program. The PEN program restructured Secondary English for tenth, eleventh, and twelfth graders so that students with reading problems could elect to take Basic Reading I which concentrated on developmental and/or remedial reading. In addition other courses designed to help these same students, such as Vocational English, Fundamental English, Sports in Literature, etc., though focusing on some other area of content, continued to emphasize the reading factor by using various grouping, materials, and techniques." (Cecil Co.)

"Exemplary programs in self-selection (using trade books) and in content reading have been developed because of the excellent print and non-print materials which have been made available. Pilot programs have emerged which stress the acquisition of survival of functional reading skills - a state mandated program." (Frederick Co.)

"Secondary English courses on films are emerging. Area I of the county will probably house some of these courses in 1973-74." (Anne Arundel Co.)

"Sudlersville Middle School sponsored An Everybody Reads Program. Innovative and effective learning centers using Title II resources have been developed in the schools. Schools have been also able to supplement their resources from the County Center to enrich the area of reading." (Queen Anne's Co.)

"The materials are here for such innovative curricular and instructional techniques, but they have not used them adequately. We provide the means and now will have to show the method."

5. In what ways has Title II supported special educational programs such as those for pupils in hospitals, correctional institutions, and schools for the mentally and physically handicapped; bilingual and early childhood education; instruction in the area of social problems, such as drug abuse and environmental/ecological education? Please see charts in this report for financies and materials for institutions.

Local personnel responsible for school library/media centers informed

our office that:

"In schools where these critical needs were identified (and the program in the school was functioning in accordance with Federal/State Regulations) the specific program was supported 100%." (Archdiocese of Washington)

"Over $7000 of our Title II allotment was spent in securing media materials of all types dealing with ethnic and cultural relations which is a big social problem in our county."

"By providing paperbacks, library books, filmstrips and other A-V materials to complete a comprehensive program of resources for these state and national priorities." (Dorchester Co.)

"It helped purchase media materials at the Swan Meadow and the Yoder Schools which are bilingual.

Materials purchased for "Man - His Environment, His Culture, and His Work" involve social problems as defined." (Garrett Co.)

"The Right to Read program, Career Education and Ethnic Cultural Education programs and Early Childhood Education, have been enriched by the acquisition of both print and nonprint instructional material. In addition to school acquired material, funds from the Title II allocation were used to purchase 16mm films within these areas. Therefore, these special educational programs have been supported at the school based level as well as the county level." (Prince George's Co.)

"Our Title II special Drug grant is still being shared by the 10 centers." (Anne Arundel Co.)

"Title II materials were purchased in several local schools to strengthen existing resource collections in early childhood education, drug abuse environmental, and ecological education." (Harford Co.)

"Films on drug abuse, environmental/ecological, and human relations have been purchased and well used. We have provided through Title II some specialized programs and materials for Early Childhood Education. We have showed sample films and suggested uses for films for human relations to the county wide committee, stimulating their use." (Howard Co.)

"Special allotment for drug films and kits which are housed centrally and distributed to the schools upon request." (St. Mary's Co.)

"Approximately 20% of the Title II funds were spent on ethnic materials which will provide better understanding of these social and related problems." (Washington Co.)

"Title II has provided funds at the district level for materials in all of these areas and these were films, etc., Also funding was used for less expensive materials, print and non-print, at each school level." (Carroll Co.)

"Several projects funded during the 1972-73 have support for special educational programs as their goal. However, the materials purchased have not had enough exposure to have made significant impact." (Baltimore Co.)

"Cultural and ethnic minority materials help with the broad social goal of human understanding, Hopefully!" (Charles Co.)

"Three of our five proposals for 1971-72 were structured around early childhood educational drug abuse and ecological education." (Baltimore City)

"High interest level and low reading level lists of reading materials were sent to all schools for the selection of materials. Drug abuse and environmental ecological education materials have been purchased by every school plus the professional media center where materials are delivered to all schools daily upon request." (Cecil Co.)

"It has provided a variety of media for teachers and children to use. This is important since we know that children learn in different ways." (Frederick Co.)

"Conscientious efforts were made to secure appropriate materials for early childhood; social science programs, drug education and environmental education. Materials selected were geared to the different learning levels." (Queen Anne's Co.)

"Title II funds, coupled with funds for early childhood education and Title I funds in some schools, has provided specific materials for formal reading instruction and language experience opportunities." (Wicomico Co.)

6. What evidence have you of the impact of school library resources acquired under Title II in improving instructional programs for educationally and economically disadvantaged children, especially those with major reading deficiencies?

Through the efforts of the Consultant in Reading for the Maryland State Department of Education, emphasis has been placed on the area of reading throughout the State. Since funds were not provided for the Right to Read effort or for special reading programs, Title II funds were utilized to acquire materials and support programs in reading. All types of materials, both print and nonprint, were purchased. Great efforts were made to secure high interest-low readability materials. Nonprint materials have been used to improve programs for educationally and economically disadvantaged children.

Title I schools generally have emphasis on materials in reading and many Title II funds have been instrumental in helping to provide materials that realistically meet the needs of children with major reading deficiencies. Guidelines for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities and Bibliography of the Sources for the Evaluation and Selection of Instructional Materials Which Will Insure Proper Recognition of Ethnic and Cultural Minorities were distributed to each LEA.

> "One of our projects was a reading project which was two-pronged: $4000 was spent for recreational reading materials in 1 elementary school where there was a grave deficiency of such. These materials included "talking books" and materials of low readability yet high interest which will help in meeting the needs of educationally and economically disadvantaged children with reading duficiencies. These materials will also be used by teachers of reading to individualize their approach with children of various abilities." (Worcester Co.)

"(1) By providing ethnic materials
(2) By providing high interest - low readability materials
(3) By providing materials related to the childrens' backgrounds of experience - -

Our educationally disadvantaged children are reading more and at higher levels based on test scores." (Dorchester Co.)

"ESEA Title II funds were used in conjunction with ESEA Title I and ESEA Title III funds to improve media resources in the Title I Schools. The Title I children who were tested in Title I schools scored according to test results 7 months or more growth in a seven month period."

"The schools listed in the application for Title II funds were specifically selected based upon the educational disadvantaged child as reflected on county wide reading tests. The major thrust of the Title II funds for this particular year was to improve the reading level of these children. The impact has been a most positive one. Many classroom teachers have changed or expanded their reading program due to the availability of material acquired from Title II funds. Teachers have expressed satisfaction that they are now able to provide for individual needs. Media librarians have expressed satisfaction because of their working relationship with individual students and small groups. Principals have contacted members of this department to express their pleasure that they are working with satisfied teachers and media librarians in providing for the individual needs of their students. I believe a milestone has been reached in this area and it is imperative that Title II funds be continued in years to come." (Prince George's Co.)

"Disadvantaged students and students with learning problems have been exposed to a wide variety of print and non-print materials with high interest level and low reading level which has been motivating to the students." (Cecil Co.)

"Title II has for the last three (3) years been coordinated with the efforts of Title I, ESEA, and, in checking with teachers of disadvantaged children, the impact of Title II has been influential in assisting children with reading problems." (Allegany Co.)

"The obvious and test-supported change in reading ability of these children. Disadvantaged children have received culturally enriched experiences through vicarious encounters with areas that would have been totally impossible without school library resources." (Frederick Co.)

"New films have supplemented the other reading materials. We have had to order duplicate prints of many of the titles in our 1971-72 Title II project because of their success in the reading program." (Anne Arundel Co.)

"A variety of resources have been purchased from Title II funds to provide resources to meet the needs of these children. Included in the resources are professional books for teachers in order to improve instruction." (Queen Anne's Co.)

"There is no hard data available to back the impact of school library resources acquired under Title II in improving reading programs for the economically disadvantaged child. The Title I program has shown gradual reading improvement for the disadvantaged child. Title II materials are made available for this program and all educational programs. A special educational need was felt in the area of minority studies. Schools qualifying for Title II funding concentrated on materials print and non-print - relating to black history and culture. At the county level black history and culture 16mm films were secured. These films and others related to minority studies brought about a better understanding to this area of Human Relations." (Harford Co.)

"FY 71 we provided additional reading materials in grades 3-5 as a follow up to the Title I program. We also have in loop and cartridge the LCA series of super 8mm Reading Readiness films." (Howard Co.)

"One of the criteria for the selection of Title II materials was that they be high interest level and low reading difficulty to meet the needs of educationally and economically disadvantaged children. Audio materials were also selected with these children in mind." (Washington Co.)

"Title II has provided materials that act as catalysts and the schools have put forth an extra effort as a result." (Carroll Co.)

"Many of the students are from economically disadvantaged families. These students reactions to school library resources acquired under Title II are enthusiastic and they show a great deal of interest in easy-to-read materials." (Calvert Co.)

"Although the demand for new and additional materials has not let up, statistical reports from schools show a larger increase in items per pupil than the local budget alone could provide. These statistics also show an increase in items circulated, making it evident that Title II has been instrumental in improving media resources." (Baltimore Co.)

"Title II provides a wider variety of reading materials for children who otherwise would not have these opportunities (e.g. book, journal, newspaper selections) at home. It provides media to motivate reading (non-print)." (Charles Co.)

"Again, as in #B-3 above, it is statistically impossible to separate the impact of school library resources from other factors which influence learning. Most of those Title I schools which made significant progress in improving reading levels, however, had strong media center collections and good media programs." (Baltimore City)

"Library materials, including Title II materials, were used in a Saturday morning program in which about 30 Park School students, supervised by Park School faculty, tutored 30 disadvantaged children assigned to the program by the Sinai-Druid Hill Social Services Clinic. Evaluation of this program has indicated that it was highly successful." (Park School, Independent School)

7. Were any revisions made in the State standards for school library resources during the last fiscal year or are any planned for the near future? What progress have elementary and secondary schools of the state been able to make since 1965 in meeting standards? How had the Title II program contributed to this progress?

The selected statistics below show progress made during the six-year period.

	1965	1973
Percent of public schools in the state with Media Centers	84.65%	96.3%
Public School media specialists	455.0	1,233.3
Aides and clerical workers in Public School Media Centers	data not available	726.2

In January 1972, copies of the bulletin Criteria for Modern School Media Programs were distributed to members of the Maryland library community. The criteria are standards which provide incentives and

guidelines for schools which are incorporating new educational approaches in their curricular programs. The media program is meant to be a cooperative effort in learning and teaching for both students and teachers.

The criteria describes the evolution of media centers, provides definitions of all terms, and explains responsibilities of the Division of Library Development and Services, School Media Services Section, to other Divisions in the Maryland State Department of Education and to local school systems. The bulletin also indicates media services which each school system should make available to its schools and the services, staff, collections, and facilities which each individual school media center should provide. The only measurement of the impact of Title II is usage. The circulation of materials has increased over the previous year.

"Statement by Sister Arline Zurich, O.S.B.
on behalf of the National Catholic Library Association
on the
Elementary and Secondary Education Amendments of 1973 (H.R. 69)
before the
General Subcommittee on Education
of the
House Committee on Education and Labor
February 5, 1973

Mr. Chairman and members of the Subcommittee:

My name is Sister Arline Zurich. I appear today on behalf of the National Catholic Library Association as its Legislative Committee Chairman. The National Catholic Library Association represents 3,000 Catholic Educational Institutions throughout the nation. I am also the Coordinator of Library Services and ESEA Title II Coordinator for the 119 Catholic Schools in the Archdiocese of Washington which includes the District of Columbia and five Maryland counties. The combined enrollment of the Archdiocese schools total approximately 44,500 pupils.

I am grateful for the opportunity to submit this statement for the record of hearings of this Committee on the Elementary and Secondary Education Amendments of 1973.

I appear today to express my concern that Title II of ESEA, a program very valuable to both public and private school pupils may be terminated. I support H.R. 69 which authorizes the extension of the Elementary and Secondary Education Act of 1965, including Title II School Library Resources, Textbooks, and other Instructional Materials.

As you are aware, Title II of ESEA authorizes that these resources be made available to private schools on an equitable basis. My experiences with this program, extending over the past seven years, enables me to tell you very

frankly that it would be a tragedy for parochial and private school children and teachers, as well as for public school personnel, if the program is terminated.

Title II has proven to be the most effective of all federal programs for serving private school pupils with tangible benefits and with a minimum of effort and red tape. Title II acquisition funds are authorized only for the purchase of print and nonprint materials, very greatly needed for instruction in our schools. According to USOE, 94.1 percent of private school children and teachers are benefiting from this program.

Beyond requiring that local schools and school districts maintain their financial support for library programs, an outstanding feature of Title II has been the incentive it has given them to strengthen their commitment to upgrading the quality of those programs. Therefore, Title II has consistently strengthened the resources of materials available to boys and girls and, in some cases, provided them where there were none previously.

Title II provided the means for schools to initiate or expand materials in media centers precisely at the time pupils had increased need for books and audio visual materials for greatly augmented curricula. The ability to read and interpret media is a very important and needed skill for today's world.

At a time when such great interest and even presidential support has been given to the Right to Read program, it seems most inconsistent to terminate Title II which is being used to supply a substantial amount of the materials needed to implement Right To Read.

I think all of us are aware of the tremendous financial pressures upon parochial and private school budgets. I do not hesitate to assert that unless

the Title II program is continued, in one form or another, children will be deprived of books for reading and learning and schools whose commitment to decent library services was spurred by this program will be forced either to take funds from other critical needs or, as is more likely, abandon or retrench their library programs.

This is not an argument of books for books' sake. Nothing could be more foolish. The argument is for educational results - hard facts which demonstrate significant improvement in educational performance.

In the elementary and secondary throughout the Archdiocese of Washington which have been participating in the Title II program and maintaining financial effort, the pupils are reaching a higher level of achievement in the "national standards" test scores in relation to other schools in the same area.

Without federal resources, 44,545 pupils in the Archdiocese school system and about 5.4 million children in private schools plus 51.2 millions of others in the public school system will lose a program that has proved its effectiveness.

Title II of ESEA is a program which warrants, perhaps demands, your most serious efforts to preserve. At least that is the view of all those for whom I speak today. On my behalf and theirs, I wish to thank you for this opportunity to express our convictions of the urgent need to continue aid for the provision of school library resources and other materials.

Name and Title of State School Media Supervisor(s)

Thomas W. B. Allen 10/7.5

Mr. David R. Bender, Assistant Director, School Media Services Section

Mrs. Naomi W. Butler, Specialist in Federal Programs

Mr. James H. Joy, Specialist in Field Services

Mrs. Rosa L. Presberry, Specialist in Special Programs

Mrs. Estelle B. Williamson, Specialist in Field Services

SECTION 3 - REPORT OF STATE SUPERVISORS OF INSTRUCTION

1. To what extent did you participate in the formulation and implementation of the Title II program objectives?
2. What evidence do you have that Title II has had an impact on increasing and improving the instructional resources in elementary and secondary areas?
3. To what extent did you assist teachers in selecting and utilizing printed and audiovisual materials to support special programs, such as remedial programs for children with reading deficiencies; early childhood and bilingual programs; instruction in the area of social problems, such as drug abuse and environmental/ecological education?
4. Give examples of how the use of materials provided under Title II has supported educational programs that stress individualization, inquiry, and independent learning in elementary and secondary school subject?

This area of the report was discussed with the consultants/specialists in the Division of Instruction who were involved in the areas of concentration. The Maryland State Board of Education set priorities which consisted of reading, ethnic and cultural minorities, early childhood education, family life and human development, career education, and drug awareness. Therefore, certain instructional specialists worked with the ESEA, Title II, administrators in developing and implementing program objectives. The local educational agencies utilized the expertise of the special consultant or specialist in the Division of Instruction along with the Title II Administrators.

The materials purchased by the local education agencies and the materials to be placed on loan in the private schools will be available for us during the school year 1973-74.

Once the projects arrived in the School Media Services Station, conferences were held with the individual specialist from Instruction. If the project was satisfactory, it was funded for the highest amount possible. In most cases the specialist in the specific subject area assisted the local education agency with the selection of material and the wise use of the funds available. The area of program, local educational agencies, and the amount of each are as follows:

Funds Distributed In Priority Areas

Local Unit	Reading	Career	Early Childhood	Ethnic Cultural Minorities	Environmental Education	Other
Total State	$ 1,036,151.31	$ 181,349.65	$ 50,990.35	$ 118,400.85	$ 5,821.00	$ 57,226.34
Allegany	33,500.00	4,291.00				
Anne Arundel	122,423.00					
Baltimore City	270,898.00	60,000.00				
Baltimore	88,100.00	36,900.00	3,000.00	35,500.00		25.00
Calvert		15,705.00				
Caroline	15,100.00					1,501.00
Carroll	14,481.05	543.00	519.50	11,421.30	1,944.00	6,050.65
Cecil	31,166.00					
Charles	35,553.00					
Dorchester	15,218.00					
Frederick	36,997.00					
Garrett	3,104.00		2,489.00	3,264.00		6,473.00
Harford	61,541.00					
Howard	5,406.32	6,985.20	3,777.95			15,927.53
Kent	6,986.00	2,000.00	1,000.00			
Montgomery	26,265.00	24,438.00	16,644.00	27,285.00		26,711.00
Prince George's	174,224.00	19,625.00	15,700.00	17,270.00		
Queen Anne's		3,877.00		3,878.00	3,877.00	
St. Mary's	32,150.00	5,000.00				
Somerset	9,412.42	1,111.75	1,504.75	2,755.92		538.16
Talbot	3,856.00		5,880.00			
Washington	33,980.52	873.70	475.15	9,787.63		
Wicomico	11,290.00					
Worcester	4,500.00			7,239.00		

Early Childhood Education

3	schools in Archdiocese of Washington	2,100.00
5	Independent Schools	1,070.00
1	Institution Division	495.10

Environmental Education

2	Independent Schools	397.50

Drug Awareness

1	Independent School	200.00

Career Education

2	schools of Archdiocese of Baltimore	3,300.00
5	schools of Archdiocese of Washington	4,400.00
3	Independent Schools	1,290.00
1	Institutions Division	4,441.00

Reading with emphasis in Ethnic and Cultural Minorities

1	Indpendent Schools	120.00
2	Institutions Division	9,283.90

Reading with emphasis in Early Childhood Education

1	Independent Schools	278.75

Combination

9	schools of Archdiocese of Baltimore	5,200.00
6	Independent Schools	2,910.00

The entire program required a cooperative effort among the Division of Instruction, Division of Library Development and Services, the local educational agencies, the coordinators of the two archdioceses, and the individual schools. Reports of some reading projects were submitted to the U.S. Office of Education.

Some comments of the consultant/specialists from the Division of Instruction and LEA Supervisors follow:

Reading -

> "The $11,739.00 alloted to us for FY 72-73 was used exclusively to purchase books, talking books, records, filmstrips, transparencies, picture sets, kits, etc., around the focuses of reading and ethnic and cultural relations. While I can't give the exact number of these items purchased, the number is substantial. All items were ordered from approved lists, so the quality should be satisfactory." (Worcester Co.)
>
> "If Title II funds were used for a reading project - the regular allotment funds were used to improve resources in subject areas." (St. Mary's Co.)
>
> "In April, 1973, a Media Services and Reading" workshop was held to inform the Advisory Committee for school/library media programs and the media members of the ITV media utilization within the reading program. The State reading teamfrom the Division of Instruction was used as participants."

Ethnic and Cultural Minorities -

> "Negro, Indian and Eskimo cultures were areas of high interest to the students. After the various courses and units were completed, many students continued their research into these fields, especially the students of these cultures. In conclusion, Title II has provided our school with books and other instructional materials that we would not have been able to purchase without Title II funds." (Queen Anne's School - Independent School)

Foreign Languages -

> The ESEA Title II coordinator in the Division of Library and Development Services periodically sends bibliographies listed in professional journals to the specialist in Foreign Languages, Division of Instruction. The specialist in Foreign Languages keeps

the Title II, ESEA, coordinator informed of programs in LEA involving Title II.

The Specialist in Foreign Languages has the following comments:

"Suggestions regarding types of materials in line with goals and objectives of ESOL programs."

"At least three school systems (Prince George's, Anne Arundel and Baltimore County) have reviewed the collection with the intention of increasing their own resources. More recently, Frederick County was referred to the collection for a program in Migrant Education."

"Referred teachers, prospective teachers, and teacher-trainers to the ESOL collection."

"For individual schools and smaller school systems which receive one or two foreign students per year, this collection is a life-saver since it does permit an individualized approach."

Early Childhood Education

The consultant in Early Childhood Education, Division of Instruction, Maryland State Department of Education, had the following remarks:

Consultant in Frederick County
Howard County
Charles County
For information and implementation of Title II program objectives.

"It was obvious children in ECE programs were using the materials purchased, seemed interested and were learning."

"Make suggestions for printed and audio-visual materials for early childhood programs per request. Teachers seemed pleased with new materials, children learned from their attitudes."

"Many of the materials were used in learning center which encouraged individualization, inquiry and independent."

General Comments from LEAS:

"Just making media resources available to students and teachers improved the instructional resources . . . . This we did!" (Garrett Co.)

"I believe I have made sufficient comments in other questions to indicate that Title II has had a most positive impact upon increasing and improving the instructional resources in elementary and secondary school subject areas." (Prince George's Co.)

"The media centers are filled daily with students using a wide variety of current materials both print and non-print plus basic reference materials for research. New materials of high interest level to students are circulated. The quality and quantity of materials would be limited for teachers and students without Title II funds." (Cecil Co.)

"There should be no question about Title II increasing and improving the instructional program in the county." (Allegany Co.)

"With exposure to the high quality materials made available through Title II, most schools are in the process of duplicating the materials within each local unit. There has been an obvious up-grading of instructional resources." (Frederick Co.)

"The circulation of films increased over 6,000 this past year, about 10,000 in the past two years." (Anne Arundel Co.)

"Records show that more instructional resources were purchased and used at the school and district levels in all subject areas. Because of the availability of resources, teachers have been encouraged to experiment and innovate. This has resulted in attention being given to instructional techniques based upon diagnosis and prescription geared to specific group and individual learning tasks." (Queen Anne's Co.)

"1. Circulation of materials to teachers has increased in elementary schools

2. Children are utilizing listening and viewing stations in classrooms and media centers

3. Skills in using media centers by children have been developed and supported by the availability of various kinds of media." (Wicomico Co.)

"There is no hard data available to back the impact on increasing and improving the instructional resources in elementary and secondary subject area. Elementary and secondary subject areas resources are purchased when a subject area has been identified by teachers, media specialist and supervisors." (Harford Co.)

"Our evidence is in the use of the materials, especially 16mm films. Students and teachers are beginning to form the habit of using all media. I hope it's catching!" (Howard Co.)

"The fact that the county maintained its level of support from local funds guaranteed that Title II monies furnished basic and supplementary materials that would not otherwise have been available. The careful selection of materials assured an improvement in the resources." (Washington Co.)

"More materials provide both quality and quantity needed for individualized programs." (Carroll Co.)

"1. Circulation statistics show that Title II materials do circulate and are used by students and teachers.

2. A questionnaire is being developed to be given to graduating seniors asking their career plans and how they came to make their decisions. (Results are not known yet)" (Calvert Co.)

"Title II has built more elementary media programs in Dorchester County than either the local endeavor or other federal programs. Evidence: 1965 there were 2 organized, catalogued, library collections; 1973 there are 10 organized, catalogued, central library collections."

"For the school year 1971-73, the latest figures available at this time (our 72-73 annual reports are in the process of being completed) the following figures were reported:

Total Bk. BCPS	Total Bk.-Title II	Grand Total Bk.
1,181,312	252,835	1,434,147

17 percent of the books in our media centers were Title II books."

"Not to be discounted, moreover, is the maintainence of local effort factor which helped us along with Title II, to reach a citywide average of 8.09 books per pupil 9.42 items per pupil of school library media." (Baltimore City)

"Title II improved the resources for instruction in area of priority rank where very little was available in present collections. These acted to seed the collection and stimulate interest in that particular priority. There was very little material available on career education prior to acquisition of Title II materials. Selection of media for the priority of career education brought to light the fact that very little good material on career education - for girls 13 available. Present interest in that area is strong and all materials are being previewed and assessed as a result of this encouragement." (Charles Co.)

Name and Title of State Area Specialists or General Supervisors

Miss Ann A. Beusch, Specilist in Foreign Languages
Dr. Alice Holden, Consultant in Early Childhood Education
Dr. Richard Petre, Consultant in Reading

Signature of Chief State School Officer Date

JAMES A. SENSENBAUGH